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| --- | --- | --- | --- |
|  | |  |  |
| **Agree** | **Disagree** | **Qualify Why?** |
|  |  |  | Some subjects aren’t conducive to preassessment because the content is entirely new to students. |
|  |  |  | The best way to use preassessments is in creating collaborative grouping utilizing those students who already have a firm grasp on a unit’s objectives as tutors. |
|  |  |  | Formative assessments can help provide information about the best way to differentiate learning activities. |
|  |  |  | Formative assessment must be used in conjunction with descriptive feedback providing students with information about how to improve their skills. |
|  |  |  | Summative performance tasks help students see the relevance of the unit’s content and skills by giving learners the opportunity to transfer what they’ve learned to an “authentic” situation. |
|  |  |  | Summative performance tasks should be project based. |

BALANCED ASSESSMENT GOAL SETTING

Now that you have assessed your use of assessment and have seen some samples of balanced assessment from various disciplines, you are ready to write a balanced assessment SMART goal for a specific unit you will reshape this year. Choose a balanced assessment best practice covered today that you feel needs the most attention in your targeted unit and complete the chart below. We will use your SMART goal as we collaborate on your unit revision.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Specific** - A specific goal has a much greater chance of being accomplished than a general goal.  \*Who is involved?  \*What do I want to accomplish?  \*Where-- Identify a specific “place”.  \*When-- Establish a time frame. | **Measurable** - How much? How many? How will I know when it is accomplished? | **Attainable** –  Will you have a time line for small steps to the overall goal? | **Realistic** - You are the only one who can decide just how high your goal should be, but be sure that every goal represents substantial progress. | **Timely** –  A goal should be grounded within a time frame.  \*What is the time frame for this goal? |
| Your goal: | | | | |
| How can I best assist you achieve this SMART goal? | | | | |

**Balanced Assessment—Where Do I Fall on the Continuum?**

Directions: Review each of the boxes below. Then rank yourself from “novice” to “expert” based on your own self-reflection.

* Extremely familiar with the pieces of a balanced assessment
* Well versed and knowledgeable of the *Understanding by Design* (UbD) curricular framework
* Differentiated instruction is a daily part of my instructional planning.
* I always begin with the end in mind.
* I could help other teachers develop a balanced assessment plan
* Generally familiar with pieces of a balanced assessment system
* Adequate familiarity with the *Understanding by Design* (UbD) curriculum framework
* Differentiate instruction occasionally if I see the need to.
* Somewhat familiar with the pieces of a balanced assessment system
* Modest familiarity with *Understanding by Design* (UbD) curricular

framework

* Make minimal attempts to differentiate classroom
* Unfamiliar with the pieces of a balanced assessment system
* Unfamiliar with *Understanding by Design* (UbD) curricular framework
* Rarely differentiate instruction
* Consider myself a “plan as I go” teacher.